CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the action research conducted in the fifth grade students of MI Darussalam Wonodadi, Blitar about improving students' vocabulary mastery using animation video.

A. Conclusion

Prior to the research, the researcher found some problems that the students faced in vocabulary, such as: (1) the students found it difficult to pronounce the words correctly; (2) they had difficulty to remember the meaning of words; (3) the students found it difficult to use vocabulary words. Mean while, the problems of classroom situation before the research were: (1) they felt bored then became inactive in the teaching learning process; (2) the students' attention and motivation was low; (3) the students were noisy in English class.

After the researcher had carried out the action research by implementing animation video to improve the students' vocabulary mastery at MI Darussalam Wonodadi, Blitar, the researcher found that there was improvement in the students' vocabulary mastery. He also found that the score of the elements of vocabulary covering pronunciation, memorizing the meaning, and the use of vocabulary increased. For those reasons, the researcher would like to say that implementing animation video in teaching vocabulary could improve the students' vocabulary mastery better for the students who became the object of this research.

The students' improvement on vocabulary mastery was revealed from the difference of the students' mean score before and after the actions. Before the actions, the students' mean score was 19.04%. After the researcher did the actions to the students, the students' mean score improved to 80.95%. This improvement was confirmed by the following indicators. The students

could pronounce the words correctly. The quantity of students who can pronounce certain words correctly increased. Next, the students were able to memorize the meaning of words. They can easily memorize the meaning of the vocabulary when answering researcher's question related to the previous lesson about the meaning of words/objects and were able to complete the task about meaning of words. Moreover, the students were able to use vocabulary. It was shown by the students' works on exercises in their worksheet which contained only fewer mistakes in making sentences or in another exercise in using vocabulary words.

Besides, animation video improved the classroom situation during teaching and learning process. Having been taught by using animation video, the students showed great interest to be actively involved in the teaching learning process. In the classroom, they were eager to join all activities and did their entire task. They looked happy, convenient, quiet, and relax because of the humor in the animation video. Animation video gave new atmosphere in teaching learning process.

In addition, the students were easy to ask to come in front of the class, and they answered researcher's questions actively even though they are not pointed by the researcher, the next point was the students' activeness progress in doing the task from the researcher. They looked happy doing their task. Students were enthusiastic and became active in joining the class because they felt comfortable with the animation video. Students paid attention to the lesson and to the animation videos. The classroom became interactive. It was proved by the interaction between the researcher and the researcher. It is indicated by the students' questions to the teacher when they faced difficulties.

B. Suggestion

The researcher would like to give some suggestions related to this research for those who are closely related to the use of animation videos in English teaching and learning. The researcher hopes that these suggestions

will be useful, especially for English teachers, institutions of education, students, and other researchers.

1. To English Teacher

The English Teacher should be able to make the students feel comfort and relax in teaching learning process. By doing so, the students will happily contribute to the class by being active. An alternative to do so is by utilizing attractive media to interest the students. The teacher needs to provide various teaching media supporting the teaching learning activity.

The next important point is selecting appropriate teaching media, because selecting the right media for teaching can help achieve the teaching objective. Among of those is by using animation videos:

a. Teacher should find or adjust the animation video presented with the text given. Dealing with it, teacher can use animation videos from 'Disney Magic English'.

b. Teacher needs to pause the video to interact with the students to check their understanding.

c. Then, the teacher lists some vocabulary used in the animation videos to learn further.

d. Give some attractive exercise dealing with the animation videos, or the answer of which can be found in the animation videos.

e. Give them necessary assistance whenever they get difficulties.

2. To the Students

The students should have a will and high motivation from themselves. Will and high motivation is important key to be successful in studying English. The students should watch and listen to the

animation videos played in the class attentively, by doing so, they can gain so many English words as well as, the way spell and pronounced them. It is also suggested that the students learn from their own collection of animation videos or learn from those shown on LCD

3. To the Institutions

The institutions should motivate their teachers to always learn about how to teach well and to always learn how to use technology as a teaching media. To support this, schools or other educational institutions should conduct educational trainings more often. The trainings should be able to train English teachers to be more creative in conducting the teaching learning process.

The institution should provide the facilities that support the teaching learning process in order to improve the educational quality, such as a good language laboratory, audio visual room, internet, et cetera. Or provide the class with LCD projector, and speaker. By providing the devices, it is hoped that the teacher can be more creative in presenting the materials.

Besides, the institutions need to provide some more collections of animation videos, so that the students can use them as learning resources. It would also be helpful to allow the students access the animation videos in the language laboratory or library of the institutions.

4. To other Researcher

This research studies the implementation of animation videos as a teaching media in improving the students' vocabulary mastery. Hope fully, for those other researcher, the result of this study can be used as a starting point for further research and they will continue this research by exploring animation videos for teaching vocabulary in

different point of view. Otherwise, the result of the research is expected to be able to encourage other researchers to conduct research dealing with the animation videos in the other subjects, such as speaking, writing, reading, or listening.